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ABSTRACT

School board training is conducted 8 times during the school year at 5 reservation locations for approximately 300 adult Navajos. A list of statements made during small group discussions on the major topic items covered at these meetings is presented in this report. Major topics include curriculum development, parent-school and community-school relationships, training problems, and staff selection. A suggested list of training activities for 1970-71 is included along with copies of school board meeting minutes from 2 school districts. (PS)

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NAVAJO SCHOOL BOARD
TRAINING PROJECT
IRVING W. STOUT, Ed. D - Director
WAYNE T. PRATT, Consultant

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A Summary of Navajo Thought about Education

1972

NAVAJO SCHOOL BOARD
TRAINING PROJECT

Irving W. Stout, Ed.D. Director
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INTRODUCTION

For three years approximately 300 adult Navajos have assembled eight times during the school year at five reservation locations for school board training. The sessions have lasted from three to five hours.

The first year (1969-1970) training time was spent largely on study of the Navajc Community School Board Manual with only a minimum of group discussion. At the time listening-to-a-speaker was favored as an instructional method.

The second year (1970-1971) panel and small group discussions were introduced as the school board members became more experienced, more confident and willing to share their thoughts and ideas with fellow trainees.

The third year (1971-1972) the members through a questionnaire) chose small discussion groups as the predominant training method. Also from the questionnaire they selected the list of topics to be covered during the training year.

All training, discussions and reports have been conducted in both Navajo and English.

What appears is a summary of reports made by small groups of major topic items covered. The text does not cover the range of school board training details but does cover a wide range of Navajo thought on many educational matters.

The authors know of no extensive research with more input from the grass root local leaders that blanket the Navajo Reservation. Because of this a careful study of the ideas, suggestions and philosophy expressed is recommended to administrators and education personnel.

The particular format is used to portray the range of thought expressed by direct quotes and to hold the interpretive summary to a minimum.

Wayne T. Pratt
Dr. Irving W. Stout

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In grateful appreciation to Mr. Bob King, Head Tribal Liaison (BIA) whose active participation and guidance has been a significant contribution to the training program.

In final deep appreciation to the School Principals, staffs and above all to the Navajo Community School Board member trainees who have faithfully attended three years of training to upgrade their skills for community leadership.

Dr. Irving W. Stout
Professor of Education
Arizona State University

June, 1972

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CONTENTS

	Page
Introduction	ii
Acknowledgements	iii
Planning the Second Year of Training	1
Selecting the School Principal	3
Improving Communication	6
Developing a New High School	9
The School Board and the Good Image	10
The Resolution of Commendation	12
Minutes of School Board Meetings	13
The Need for Continued School Board Training	13
Planning the Third Year of Training	14
The Problems that Face Local Schools	18
Parent-School and School Board Relationships	26
School Board-School Relationships	30
Parent-School Board-Community Relationships	32
Curriculum	34
Teacher-Aide	38
Expanding the School's Program	39
Authorities	47
Support Services	48
What is Good About Our Schools	53
APPENDIXES	60

Page

Teecnospos School Board Minutes 61

Dzilth-na-o-dith-hle School Board Minutes 64

Commissioner's Letter of the Role of Tribes in the Selection and Placement of Bureau Employees 67

Article VI (Education) of the Treaty of 1868 69

PLANNING THE SECOND YEAR OF TRAINING

It was the beginning of the second year of training that Navajo input began to be felt and shaped the direction of future training sessions.

The suggested list for training activities for 1970-71 was:

1. Review the Manual by reading a one page summary of 1 or 2 chapters. This would help the new board members to catch up and at the same time provide a short review for those in attendance last year. The Chairman of the session should give ample opportunity to discuss the summary of the Manual Chapter given.

2. Have a school board demonstrate a regular school board meeting. The particular board would be selected beforehand. The board might repeat an earlier meeting for the demonstration purpose, or it might hold one of its regular monthly meetings without any prior practice.

3. Make a systematic study of the Arizona and New Mexico School Board Manuals. This could be done by reading selected passages and using a study guide as we did last year in studying the Navajo Community School Board Manual.

4. Develop several individual study reports to be given to the entire group. These reports could reflect information and items of general interest to school board members. This is also a very fine leadership training activity.

5. Occasionally, have a speaker from the local Agency to come in and speak on a topic of general interest. Think of three people you would like to hear talk from your Agency.

6. Occasionally get a speaker from outside the Agency. Name three people that your group would like to hear from outside the Agency.

7. Organize more panels for the presentation and discussion of problems that face school boards.

8. Try out the use of training films that deal with general education matters. We could not find any films on school board training itself. However, films about children and their problems in school might be of interest to

school board members.

9. Select a general chairman and several group chairmen to lead at each training session. There is no better Leadership training than to practice leading.

10. What other activities do you think would be helpful, or other suggestions about the conduct of the training program for the coming year.

While most of the study groups agreed that all the suggestions should be followed, favorable comments on item 9 were the most numerous. Hence, the pattern of a General Chairman with several group chairmen was set for both the second and third training years.

Their suggested speakers ranged from teachers in the schools to the Area Director and Tribal Chairman. There were numerous requests for judges, juvenile officers and counselors (possibly reflecting their concern for juvenile problems).

Innovative and creative comments included:

--More time for questions and answers.

--Teacher panel discussions.

--Dr. Stout and Pratt visit community.

--Compare State and Tribal Juvenile codes.

--Each member should have copy of Tribal Clothing Policy.

--Study Tribal Clothing regulations.

--Find out more about drinking problems.

--Have Dr. Stout study of children.

--(Develop) guidelines for teachers on "how to act in an Indian home."

--(Study) How to involve people in school board meetings and how to improve the image of the school board member.

--Help school boards to better understand funding to operate schools.

--How do public schools get funds to operate their schools.

--Dr. Stout suggest some films of the new trends in education.

--Have intern from Mott Foundation give us a report on the community school.

--Show BIA slides.

--Film on drugs.

--(Learn) how to control runaways.

--The schools should all post or give their meeting schedules to other schools so that the President or members of the different school boards could attend their meetings and get ideas or suggestions.

--Observe teaching situations.

--Some of us have not been in a classroom so we don't know about children and their problems.

--Opening a meeting with a prayer--closing with a prayer.

--(Study) compulsory attendance law.

--(Study) health and Social Service for Navajo children.

SELECTING THE SCHOOL PRINCIPAL

The following topic for group discussion was suggested by local School Board members.

How should a school board really select a school principal? That is, what qualities and experience should they look for in a school principal? If the Board has the opportunity to interview the applicants what should they ask them?

After discussing the above regarding the selection of a principal, have the group discuss the selection of teachers and other educational personnel. Who should help the Board in the selection of teachers?

Are there some Manual references that help in answering these questions? Where?

The Chairman should select one person to take notes and summarize the group discussions for presentation at the general meeting.

The responses to the foregoing were so complete that no editorial comment is necessary.

--We should look for in a school principal what qualities and experience they had in other details showing fitness for the position.

--The request for interview and arrangement therefore shall be made through the BIA Agency Superintendent, but the principal currently serving shall be shown the courtesy of being advised that this is being done.

--In selecting a teacher or personnel in general is to teach the children, to work with the parents, to work with all other school personnel in providing for the best good of the children. He must be ready to work with the community groups in the interests of the school.

--Qualifications--1. training; 2. education; 3. experience.

--One who is really in care and teach Navajo children.

--One who is willing to work with parents and community people.

--Have some knowledge of Navajo tradition and culture.

--Work through the Agency Superintendent.

--One who doesn't think, He or She is the only boss.

--One who respects the culture of the Navajo people.

--Communicate with the parents--community people.

--Must have a Master degree in education.

--Must have several years of experience, 5 years in education.

--Must have state certification in administration.

--Must get along with other people.

--Have interest in children and have a particular interest in that certain school and community.

--Must set a good example in personal conduct off and on the job.

--Why did you apply for the job?

--How long are you planning to stay?

--Why do you feel you are qualified?

--Teachers should prepare for the grade level for which he or she applied.

--Principal and teacher supervisors should help the board select teachers.

--Interest in the education of the Navajo child.

--Ability to get along with the people.

--Innovative--who changes on the basis of past experience.

--Family man, Navajo or white man.

--No youth teacher, they will be a family-teacher.

--Teacher aide. Navajo who is at all levels of grades. Need more and for all schools. Have teacher aide trainer for teachers in future or in life or principal (position). I think principal should exchange jobs every other 5 years.

--The first thing the principal should be professional prepared and who will accept Board policies.

--He should think about the school, and he should also be interested in the school as well as the community.

--The school should have more class subjects like what we the students would like to learn.

--Professionally prepared.

--A person interested in the school.

--Patient and kind.

--Hard working man.

--One that will understand children.

--A good counselor.

--Good behavior.

--Good family man.

--One that is prepared and suited for the position of leadership.

--One that is interested in the affairs of the community.

--One that is active in the school activities.

IMPROVING COMMUNICATION

How really can a principal and his school board improve communication, that is, work closer together?

--In the purchase of supplies?
--In curriculum planning?
--In personnel matters?

Be very specific in what you suggest that might be done.

Are there some Manual references that help in answering these questions? Where?

The Chairman should select one person to take notes and summarize the group discussions for presentation at the general meeting.

Some of the responses varied. All pointed to need and desire of the boards to be informed and to be kept informed. Typical responses were as follows:

--By calling meeting and have discussion of problems.

--Principal should show more interest in the community, school children and his staff. Some refuse to cooperate with the Board and will not take suggestions.

--Some Board has never helped in ordering supplies. They should never keep anything from the Board.

--We get the impression they are afraid of the School Board.

--Principal should give out more information. Don't keep any information from us. The more information given, the more we will understand the running of a school.

--Some principals keep all the authority to themselves and they don't give much authority to the School Board.

--We should change the methods of ordering supplies.

--Principal should not teach, they don't have much time for the Board if they have to teach and run school at the same time.

--We think by looking at the attendance here at C.P. we could almost tell which principals are interested in their community. The more board members the more the principal is interested.

--Purchase supplies. Meet with principal and discuss about purchase supplies. Know about how much money there is, what material need, what it cost.

--Curriculum planning: where they students are. Mean about their reading and math, what the community wants.

--Personnel matters: Go by procedures. B.I.A. what's the problem. No decision unless the Board agrees on it.

--Good relationship between Board and Principal

So Principal feels free to:

a) Take problems to Board
b) Make suggestions
c) Propose plans,

So Board feels free to:

a) Ask questions
b) Make suggestions
c) propose plan.

--Some time should be set aside so above can be done.

--Special problems, unions, etc., should be discussed and explained by principal.

--Civil Service Regulations should be explained.

--School Board Manual should be discussed and explained.

--If personnel problem arises should be discussed, regulations explained and suggestions made by Principal and School Board.

--School Board members should work together by own communications, should get together and then take to Principal.

--If the Principal advise about the supplies needed at school, then the School Board members should discuss it.

--The experience which the children have under the direction and the supervision of the school.

--Maybe committees could be set up to deal with special problems and committee report to Board.

--Personnel matters: Principal should discuss Civil Service Regulations, unions so Board can understand and solve problems.

--Principal going among the community people. School Board members visit the school more often. School taking part in some of the school activities. Principal visiting chapter meeting.

--Purchase supplies.

Inventory all supplies at the beginning of each school year, and inventory again after four months. This way we will find out how each supply is used. From here we will know what needs to be ordered.

--Curriculum Planning

Keep all other curriculum that has been used in the past, like English, arithmetic, etc., but have the Pa and Ma (89-10) so they can teach culture along these other subjects.

--Personnel Matters.

Principal should keep informed of new position might be open. Anything arise the Principal is the first one to know, then she or he should tell the local school. The staffs and personnel should work according to Civil Service Rule and Regulations.

--Inventory all supplies at the beginning of the school year and inventory it again after four months or purchase supplies according semester.

--Keep the 89-10 and Pa and Ma so they can teach culture too.

--Principals should keep informed all the new positions might be open.

--Staff should work according to Civil Service Rule and Regulation and the policy of the local school.

--If anything arise among the personnel, the principal is the first to know, and it is pass on to the School Board. If a Principal has a Liaison aide, he will depend heavy on this person.

DEVELOPING A NEW HIGH SCHOOL

Most communities would like to have their own high school. It is not practical for many communities to develop their own high school. There are not enough students of high school age to support a good high school.

What do you think is the minimum number of students needed for a good high school?

Do you have other ideas about what a good high school should be like?

In the foregoing questions about high schools, strong sentiments were expressed concerning the need for local high schools without much regard to the number of available students. Although most groups agreed that there should be between 350 and 800 high school age students available.

Other ideas were expressed as follows:

--What kind of a high school. Both vocational and pre-college.

--350 minimum enrollment for a good high school.

--We shouldn't rely on the census too much.

--Curriculum per day, 3 hours academic and 3 hours vocations.

--Other factors to be considered, acreage--85 acres, water supply enough for football field, play area, quarters for employees, good paved roads on campus.

--A committee should plan--food, teachers, guidance plant management, public health and student body.

--Evaluation committee to detect weaknesses and strengths throughout year--make recommendations for changes to be made before second term begins (and) decide on educational objectives for the students.

--125 vocational students (are needed).

--A small community could develop a high school if number is minimum (meaning enough students) 4 or 5 communities could come together. The members do want to have another high school developed in Eastern Navajo for all the students who wish to attend that school. In this way maybe more students will stay near home to go to school.

THE SCHOOL BOARD AND THE GOOD IMAGE

The following topic for group discussion was suggested by local School Board members.

What might the school board do to maintain a good image in the community?

The Chairman should select one person to take notes and summarize the group discussions for presentation at the general meeting.

The responses to this question tell their own story.

--Attend meetings regularly.

--Give accurate reports to members and community people.

--Be available to the community and the school.

--Don't criticize the school or the staff.

--Don't have personnel decisions on a subject known unless all the board members have approved.

--Be impartial.

--Willing to take ideas from the community.

--The school board should recognize the chapter officers and respect their authority as the chapter officers should recognize the school board and their authority.

--(School Board) should be a tool in involvement of parents and tribal leaders in the education process.

--(School Board) should be a key or be a position to help create and maintain and circumstances under which this goal is achievement.

--(School Board) give some need services for the school and the people, to the better the school.

--Make the school needs known to individual or group. They should report to their chapter of the agenda discussed.

--We had two meetings a month. We should report on all school activities to the community.

--Good relation with the parents to help the school children learn all their can about Anglo way.

--Visit with school staff on any school problem.

--Have parents and children come to meeting, to help discuss the education program.

--Try to have the people understand rules and regulation of schools.

--Member must have strong interest in the school, interest in community affairs, come to all school board meetings on time, willing to do extra work and promote program.

--Must understand other humans, respect others.

--Must practice what he preaches.

--Work in behalf of students, puts educational program above personal interests and desires, keep above local pressures. To achieve and maintain integrity of the board and as individuals. Do what's right.

--Must have courage to implement and carry out new program.

THE RESOLUTION OF COMMENDATION

At a 3-day workshop meeting of all school boards, the BIA was given a spontaneous commendation on the development of the school board movement. The text is as follows:

RESOLUTION OF THE FEDERAL SCHOOL BOARDS' MEETING AT FORT WINGATE, NEW MEXICO, APPROVING NAVAJO FEDERAL EDUCATION POLICY DEVELOPMENTS AND AFFIRMING THAT FUTURE DEVELOPMENTS MUST CONTINUE TO BE THE RESULT OF THE WISHES OF THE NAVAJO PEOPLE

WHEREAS:

1. The joint Navajo Federal Education policy has resulted in the increase in enrollments of students, 6-18 from 54% in 1952 to 91% in 1968, and

2. The dropout rate for Navajo youngsters in grades 9 through 12 is lower than it is for the general population according to a study by the Southwestern Cooperative Educational Laboratory, and

3. Many programs are being developed with the help of Federal school boards to meet the needs of Navajo pupils, and

4. One of the Navajo Area Education goals set by the Tribal Education Committee in 1966 has been the maximum involvement of the Navajo people, and

5. The formation and participation by local Federal School Boards has grown rapidly in the last three years, and

6. As a result of the Navajo Tribal Council in July of 1969 passed a resolution establishing school board guidelines, and

7. Local Federal School Boards are thus able to be involved in every aspect of school operation from establishing needs, to developing curriculum, to taking part in the hiring and separating of employees and to the evaluation of results, and

8. The Navajo Area has actively encouraged total participation, and

9. The school board training program to implement the guidelines this year further enabled school board members to become more involved in school operations, and

10. In the future additional Federal School Board guidelines will be developed by the Navajo Tribal Council working with the Federal School Boards.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Navajo School Board members commend the Bureau's Navajo Area for its efforts in promoting local initiative and school involvement.

2. Federal schools be continued until the Federal boards of education and the Navajo Tribe desire otherwise.

3. Future developments in Navajo Federal Education [should] result from the wishes of the Navajo people carried out by the Federal School Boards and the Navajo Tribal Council.

MINUTES OF SCHOOL BOARD MEETINGS

The high quality of reporting the minutes of regular school board meetings was so evident that a transcription of the minutes from two of the boards is reproduced in the Appendix of this report. These minutes warrant careful review by new secretaries and newly organized boards as models.

Also included in the Appendix is a copy of the Education section, Article VI of the Treaty of 1868 because of the general interest.

THE NEED FOR CONTINUED SCHOOL BOARD TRAINING

At the close of the second year of training the groups were advised--

Your discussion and summary of the following topic will be helpful to your consultants in the planning of any future training programs that might be held.

What do you think about the need for continued school board training? If so, what kinds of training programs should be developed?

Many School Boards have requested the Consultants to visit with them at regular board meetings, and for discussions of special problems.

What do you think is the best way that training time could be spent?

The near unanimous response was to continue training as the pattern had evolved--small group work sessions with an occasional speaker and informational sessions. Typical responses were:

--Training should go on next year as it has this year. This will help all school boards to continue to develop on a uniform basis. New members need training and old members need more training. If it is possible we would like for consultants to visit us at the local schools.

--Need to continue training with help and training in proper methods of holding meetings; in writing resolutions, in curriculum construction, budget planning; and regulations for state accreditation.

--Continue general meetings to fit above areas.

--The Manual should be rewritten to clarify certain areas.

--Continue present workshop kind of meetings. Some of us have not arrived at a point in the knowledge of what or how school board members function. Like this program. We have learned a lot.

--Agreed they continue with school board training next year.

--Agreed that consultants meet with local school board within their schools.

--Include in workshop training school budget information or funding.

PLANNING THE THIRD YEAR OF TRAINING

The following instructions were provided to all groups for their input into planning the 3rd training year.

Let's plan the best possible 3rd year training program together.

You have indicated in your questionnaire last spring that you desired to continue this year's training in much the same plan as in the past; that is, large group meetings with

opportunity for small group work sessions. You will recall also that we used some speakers, panels, individual reports along with the small group work sessions. Together, we now need to develop very carefully, the details and program emphasis to be followed this year.

Please give your best thinking to the suggested possible content and approaches to be used in this year's training.

The areas in which a school board should make policies may be conveniently divided into four (4) major headings. They are (1) administrative services; (2) curriculum or program services; (3) support or auxillary services; and (4) other operational policies.

Look over the following list very carefully and put a check (✓) mark by those topics which you feel should be studied in greater depth. There is not enough time to study all of the items. Check only those that are more important for you to know at this time. Discuss them first in your group meeting and have the group decide on which topics should be studied first.

1--Administrative Services

Legal authorities for community school operation
School construction policies
Major maintenance, repairs to buildings
Minor maintenance and janitorial policies
Busses and transportation
School supplies
Textbooks
Insurance
Utilities (lights, gas and water)
Food services, support for
Staffing pattern
Certification of staff (by State and BIA standards)
Qualifications of all staff
Leave (annual, sick, professional and emergency)
Recruitment policies (nepotism--hiring of relatives)
Purchasing materials and supplies
Records and bookkeeping
Pupil accounting
Salary schedules
School budget

2--Program Services

Major aims or goals of the school
Accreditation
Enrollment policies
School calendar

(Continue to check only the policy items that you feel are the more important for class instruction and group discussion.)

Length of the School Day
Curriculum and activities of the school
Use of curriculum guides
Graded versus non-graded classes
Bi-lingual instruction (Navajo and English)
Reporting to parents (report card, parent conferences, etc.)
Library
Compulsory attendance
Guidance activities
Pre-school education policies
Adult education
Summer school programs

3--Support or Auxillary Services

School health matters
Transportation
Food service policies
Social and welfare services for school children

4--Other Operational Policies and Practices

School Board (expense reimbursement, travel, etc.)
Cooperation with other agencies

<u>After discussing and checking the items which should take more of our time, what are the best methods to follow in class</u>?

Panel discussions?
Speakers?
Individual reports?
Work group?
Films?
Or a combination of all of them?

A--Panel Discussions

What kind of panel discussions did you like best? Last year we had panels of parents, of school board presidents, of principals and of Board members. Suggest the kind of panels you like to hear best.

B--Speakers

The speakers you suggested last year were all good. If you suggest speakers for this year, who would you like to have?

C--Individual reports

Would you like an opportunity to give an individual report? If so, your Consultants will assign short reports for several individual members. Please express your wishes in your group.

D--Work groups

Work groups give the widest opportunity for the largest number of people to take part in a study program. Your Consultants recommend one or two work sessions at each meeting. What do you think?

E--Films

We only used one film last year. If we can secure a film or two in which the text is in Navajo or both Navajo and English, what would you think?

F--And other ideas you would like to try out?

While the groups gave the Consultants wide latitude in planning the third program the overwhelming concensus was expressed in the response of one group:

--Keep it like it was last year.

Other ideas suggested to try out were:

--Meeting with the Student Council from each school to listen to their ideas and questions.

--The time is short need more time.

--We should have a class at our area so we can learn from it.

--(Involve) a public school education committee.

--Meet with other school officials and personnel.

--Have local board members visit other schools like Albuquerque, Phoenix and Ft. Sill.

THE PROBLEMS THAT FACE LOCAL SCHOOLS

All the groups were asked to think about the following group work topic:

What are the real problems, both past and present, that have arisen in connection with the operation of your local school?

Think about the problems related to administration, to the children, to the community, with the School Board itself and any others. Tell these problems as you see them in your group meeting and the Chairman will have some one in the group to take notes.

Roads, roads, roads is the number one problem listed by almost all groups. Based on group reports no other problem as that of inadequate roads so affects the education of Navajo children. Group statements about roads are given.

--In case where it gets bad weather, the road gets in bad shape. This needs to be looked after (at Ojo Encino).

--There is a problem with (road) grader with the community and the BIA.

--Bus routes cause too many problems. Whoever makes the rules for bus routes should consider the home conditions and weather conditions.

--Road improvement for bus route.

--Roads are difficult to travel.

--Roads need to be graded often.

--Better roads for bus routes.

--Roads, bus route, in all community is reflected in (poor) attendance.

--Bus routes in poor condition--need constant work.

The groups were very sensitive to a wide range of problems in the total operation of the schools. These are reflected in the following:

--Police--Night Watchman.

--Indian Wells road.

--Too many children in dorms
B- +10 enrolled
C- +40 enrolled
Sometimes two in a bed.

--Dictatorial minded School Principal and Department Heads.

--The unkept promises of the U.S. Government which instilled in the minds of most Indian people of a mistrustful feelings.

--Failure by the top non-Indian School personnel in assisting Navajo pupil maintain his self-identity as a Navajo by degrading Navajo culture and traditions in the presence of Navajo pupil.

--Recruitment of student into Armed Services should not be encouraged on School Campus.

--Process by which decisions are made by the bureau need to be clarified (basis of decision making is unclear to employees, Board Members, community)

--Calling special board meetings without prior notice leads to decisions which don't fully meet community approval (in other words the members can't always show up on such late notice they aren't able to contribute).

--A meeting of the agency, tribal council, chapter and grazing committee should meet to discuss the responsibilities of board members with Mr. Pratt and Dr. Stout.

--A need for publicity as to the board's responsibilities and successes are needs to be shared with the community by radio and press. Get the word out to the people that they are a board working with the Agency--Broadcast dates, places of school board meetings as well as members' names.

--Is the local community going to the school board? Is it clear as to the school board's powers?

--Training session--time is too short.

--Some members are replaced every year and they don't learn much in one year.

--We, school board members, have too little authority, most of the authority belongs to the principal.

--Each principal should have a school board meeting at the individual schools at least twice or three times a month.

--Principals should attend the local chapter meetings.

--Don't give up too easy.

--Poor attendance--any excuses to keep children out of school.

--Still depending on BIA employees too much at this work shop.

--School Boards in BIA should rank among the other Guidelines such as State, Rough Rock Demonstration, have same authorities as others.

--Because of shortages of funds, there is difference of opinion for instance: Our area is rough and more difficult. Congress considers us to be in the same categories as their way of living. So we the people should be the authorities. Or have part of it.

--At times, among school systems, there's too many chiefs and not enough Indians.

--School board members not serious in their work.

--No attendant by the parents at these meetings.

--Budget (Lack).

--Lack of attendance on the school board members (absence).

--Parents not encouraging their children to school.

--Bus driving waiting too long of a period for the child.

--Drinking and smoking at school by the kids (including chewing tobacco).

--Need more discipline.

--Personal actions are delay too long of a period.

--Driving of Government vehicle speeding and not caring too much about the vehicle.

--Liaison aide not doing their job contacting school children absence from school.

--Student at school making false statement against their workers.

--Student running away from school.

--Parents not returning their children back to school on time and child gets behind in school.

--Not enough budget for operation.

--Discussion of School Budget, summer program and Title I (Moms and Pops) and other with Principals.

--Attendance of School Board Members.

--Going by Civil Service Regulations in hiring people (More explanation--like the one by Mr. Plummer).

--How could local School Boards solve discipline problems (drinking, AWOL, using drugs).

--How can BIA School Boards and Public School Boards get together on parents and community get about their children (Not going back home on bus).

--Community people and Chapter officers and parents don't visit local school. How local Boards get them to attend.

--Children aren't taught correctly (need better qualified teacher accountability).

--Driver who take children to hospital should stay with children until they are through seen.

--Shelters for children (for public school).

--More explanation on budget.

--We have attendance problem. School board should have more say concerning poor attendance.

--The group recommends that community select school board members except by individual. Principal should be present (not from one family).

--School Board Manual should be available to new members too.

--There should be a better working relation with School Board on selection of BIA employees.

--Principals should attend Chapter meetings more often.

--Get involved.

--Need to know how a contract school operates.

--A principal is needed at the school on a permanent basis.

--Bus driver should be a man. During the winter months it is a difficult job for a lady, if not impossible.

--Personnel Branch is a problem in getting people on duty in time. Personnel too slow!

--Absentee is a problem of children. Getting to school.

--Television for education is needed.

--Sidewalks should be repaired. Fencing should be repaired.

--Absenteeeism--Kids not staying in school.

--Some of the people in the community coming in to the school compound, drunk.

--School Board (local) lack of interest in their school (like not attending meetings (some)).

--The Navajo Policy in School Districts are not cooperating with the school in case of emergency.

--Student AWOL--what causes it. Teachers and guidance personnel are not aware or knowledgeable a student needs and problems. Parents, school personnel should set good examples for students.

--Community problems should be solved at the local level. Such as meetings being in the mornings instead of in the afternoon.

--Cottonwood requested grades to the 8th grade.

--Problem in getting supplies to schools on time.

--Children not getting to school. Schools not filled.

--Tribal clothing is issued too late in the school year for children. Roads are in need of repair (graded).

--Teachers do not stay long enough at one time to be of help. Teacher's aides cover vacated classrooms but cannot do the job as well. Stable teachers needed.

--Need new buses for better transportation in the coming season (winter).

--Have upper grades at least to the 8th grade; at the present we have about 370 students going to school at Cottonwood.

--Clinic for the school.

--Lack of understanding of knowing about activities at school, and helping the child to take an active part (sports, music, etc.).

--Teachings in the classroom that differ from home teachings.

--Discipline being different in school than in the home.

--How the old people must feel about the young students, and the different world they are a part of.

--Students learning so much about the white ways of life. Then going home with a lack of respect, for adults and the old beliefs.

--The students have no goals to work for, no person to look up to, to want to become like someone important.

--Motivations of the student in subjects in school. To see the need of doing work on time at school, falling behind other students, and not caring.

--Lack of Indian parents and teachers understanding and working together on a child's problem.

--Overcoming peer pressures that hold a student back from his own success.

--How to learn to think like an Indian (Navajo).

--Baca school. This school we a new school.

--The community school needs better roads.

--Need a dormitory at Ojo school. We also additional employees and kitchen.

--There a problem with daily attendance. The parents should urge their children.

--Need more school buses--buses now overloaded.

--Need improved road conditions.

--Need more teachers and aides.

--Lack of a Mom's and Pop's program.

--Need a field clinic.

--Movies during class hours.

--Lack of sufficient number of employees. Speed up hiring practices.

--Need more clerical help to free administration for more home visits, etc.

--Too many meetings and workshops.

--Need residence nurse.

--Need residence doctor.

--Students need more clothes.

--Need adult education classes.

--Increase in school budgets.

--Poor or no phone communication.

--Need of more classroom visits by parents.

--Need trained interpreters.

--Red Lake School, Kaibito, Rocky Ridge, in need of one more good bus because of the amount of 160 pupils that have to be bussed every day. They have 3 busses already.

--We resolve that an investigation be made as soon as possible into the reason why applicants must wait so long before being put to work after selection by selection committee.

--Elect active School Board members to whom the community will give support.

--Need parental interest to give support to children.

--Better and newer vehicles to transport children and employees.

--Beautification of campus--teaching students to care. Physical education--athletic field.

--Advisory capacity--authority and power, school board.

--Students drinking. A member of the Alcoholism Committee should come to our meetings to take message back to community.

--The Problem of runaways.

--Student participation in Rodeos.

--Return to school in time for Monday classes.

--Sending students to border towns who are capable of making grades.

--All members of school board should be required to attend this training.

--Administration
- A. Principal--Teachers--cannot effectively teach a class and run the school.
- B. Need night watchman to protect school property.
- C. Need security officer in each school to handle drinking and other problems.

--Children
- A. Attendance, runaways (chronic), and late returnees (chronic).

--Personnel vacancies and filling of these positions are slow to be handled.

--Community
- A. Parential participation is very low.
- B. Parents failing to enroll children in school.

--School Boards
    A. Some Boards not meeting regularly.
    B. Often a quorum is not present.
    C. Routes in poor condition--need constant work.

--Working relations with Agency and Area.
    A. Requests for changes and solving of problems submitted to higher authority fail to get responses of any kind.

--Need better heating system in all Bureau schools.

--Need reorganization within all Bureau schools.

--Need more housing for BIA school employees.

--Parents reluctant to visit the classroom or take part in school activities.

--Too many runaways.

--Sidewalks not kept clear of ice.

--Administration does not involve the School Board in total operation of school.

--Children are kept out of class too long.

--School Board does not show strong interest in being School Board members, sometimes does not attend meetings.

--No cooperation among teachers.

--Very poor communication between teachers and instructional aides.

PARENT-SCHOOL AND SCHOOL BOARD RELATIONSHIPS

Today's work questions all concern parent-school and school board relationships. In an earlier study problem you identified many ways of parent involvement and parent input into the school's program. There was not enough time for you to identify other types of parent-school and school board relationships.

The Manual tells us that a School Board "has the opportunity to bring the people of the community and the school personnel into a working relationship" and it gives many important clues as to how this may be done. But the Manual does not

give us the specific details of many important activities that foster the many kinds of parent-school and school board relationships. As a starter, see if your group can make a list of at least 10 very specific ways a parent might help a school and its staff. This list may be helpful to you as a School Board Member in talking to parents.

Many of the groups arrived at the same suggestions because they have heard much about parent involvement. Typical of the kinds and range of suggestions are given in the following:

--Counsel students.

--Observation at school--classroom and dorm.

--Aiding in classroom where possible.

--Aiding in dining room.

--Assisting in instruction in area of interest.

--Talking to students in classroom.

--Making use of report card.

--Helping with discipline problems.

--Attending school meeting.

--Attending School Board meeting.

--Inviting school officials to Chapter meeting.

--Helping with school parties.

--Helping with Thanksgiving and Christmas dinners.

--Parents could come in and teach weaving.

--Parent could come in and tell stories.

--Parents could attend school activities, like cake walks, parents programs, etc.

--Parents could work with liaison aide.

--Parents could visit with teachers of their children. They should know the teachers.

--Parents should work closely with School Board.

--Parents should attend School Board meetings and make suggestions.

--Parents should find out all they can about school programs.

--Parents should know the organizational plan.

--Parents should know the staff.

--Parents should be active in meetings.

--Parents should be "aware" of the problems.

--Parents should have as many alternative solutions as possible.

--"See" yourself as a parent not only as a Board Member.

--Parents should talk to the children.

--Parents encourage your children about the education.

--Parents should visit schools.

--Parents attend all the school activities (find out sol. and problems of the school).

--Counsel and visit their children often.

--Visit dorms and classrooms.

--Attend chapter meeting--to hear school report.

--Understand their child's academic progress report, academic and guidance.

--Help teach tribal arts and craft.

--Should set an example as parents--personal appearance.

--Should explain to the children an understanding or purpose of education.

--Child's home environment--cleanliness, conduct of parents.

--Parents should attend school board meeting.

--Parents--chaperone (voluntarily) on field trip or any bus ride for children.

--Parents should observe and help food serve worker.

--All parents should be instructed the responsibility when a child runs away.

--There should be a very close relationship between dorm personnel and parents.

--Parents should help the school personnel.

--Childrens clothing is parental responsibility.

--Know the school personnel.

--Should give all information of their child and especially health before entering.

--Attending games (sports).

--Attending school assembly program.

--Helping with runaways.

--Honoring announcements from school.

--Caring for children's clothing.

--Chaperoning at games and other school programs.

--Chaperone students on field trips.

--Mom-papa program.

--Encourage.

--Chaperone on field trips (Chapter officer might help here).

--Costumes for programs.

--Visit classrooms, observation, etc. talk to children.

--Help with sport events.

--Parents tell Navajo legends and stories to children.

--Parents could teach Navajo cooking.

--Help with weaving and other arts and crafts.

--Teach use of native plants--advantages and disadvantages.

--Help with first aid during sport event.

--Teaching Navajo Clan System.

--Counsel the children.

--Help make costumes for school plays.

--Tell children old stories and about Navajo life.

--Visit the school and learn to know the staff.

--Parents could meet with School Board.

--Parents give lectures in classes.

--Parents assist kitchen personnel (lectures to children good manners).

--Parents give lectures in dormitory (good grooming).

--Parents give lecture on good behavior on school bus.

--Parents encourage on good attendance.

--Parent help run projecture during movie activity.

--Parent give lecture on clan relationship.

--Parent give lecture on drug abuse.

--Make problems of children known to dorm personnel.

--Parent help chaperone on field trips, without any fare.

SCHOOL BOARD--SCHOOL RELATIONSHIPS

Can your group think of about 5 specific ways a School Board might help a school that is <u>different</u> or is <u>in addition</u> to what a parent might do to help a school.

--Board members help to get $ for child, supplies, etc.

--Can help to raise money for the school, Bingo, movie, etc.

--School Board members can inform community and talk to individuals.

--Make staff and administration aware of problems.

--Explain policies of the school.

--Ask for 8910 funds, etc.

--Help plan budget.

--Help school form local policies.

--Advice to school in selecting of new employee.

--Sponsor a tournament.

--Sponsor week-end movie.

--Sponsor rodeo and fair.

--Raise fund to establish small canteen (concession).

--Appeal the rights of children through the school board.

--Help plan and review school curriculum--program.

--Sponsor fund raising activities such as adult basketball, sale of food, chili supper, etc.

--Serve as chaperone on field trips.

--Sponsor local enrollment drive.

--Sponsor Bingo to raise money.

--Sell candy to raise money.

--Sponsor a dance to raise money.

--Sponsor a cake walk to raise money.

--Have a supper to raise money, and a turkey shoot.

--School Boards meet with School staff every other month.

--School Board and parents meet twice a month.

--School Board discuss school problem with school principal.

--Hire good teachers, teachers aide.

--Setting a good example as School Board and parents.

--Encouraging school attendance and value of education.

--Sponsor adult basketball, bingo games, potluck, cake walk, etc.

--Rug action.

--School Board could talk with children that are misbehaving in school.

--School Board could talk with community about school programs.

--Sponsor activities like cake walks to help the school.

--They can help with field trips.

--School Board should work close with parents in discipline problems.

--Roads to the school.

--Shortage of water for school.

--Plan with school administration--future expansion.

--Study school budget--school operation.

--Annually school courses should be studied by School Board.

PARENT-SCHOOL BOARD-COMMUNITY RELATIONSHIPS

One of the largest public schools on the Navajo Reservation surveyed over 500 parents last year in the school district. Almost 1/2 (or 50%) of the parents said they knew their child's teacher. However almost 9 out of 10 (89.6%) of these same parents said they would <u>like to know their child's teacher better</u>.

In the time that is left have your group think of all the ways that might be used to get <u>parents and teachers</u> together so they could get to know each other better. You may want to list the programs or activities the <u>school</u> might sponsor to get parents and teachers together and another list of the activities the community (or Chapter) might sponsor to get parents and teachers together:

School:

--Arrange conferences to discuss problems. Teacher-parent conference.

--Parents come to school meetings.

--Arrange conferences between P.S. and BIA School Boards.

--PTA meetings, party for parents, teachers to get acquainted. Invite parents to a monthly birthday party for children--all born in each month.

--Parents evening program.

--Have school orientation for parents and teachers.

--Potluck supper or dinner honoring parents.

--Indian Day Program.

--Invite parents to visit classroom.

--Have a party with parents.

--Sponsor a PTA or Mother's club.

--School orientation at beginning of school.

--Special mama and papa day at school.

--Send invitations out to pupils' parents to attend a school board meeting and make a tour of classrooms and get acquainted with teachers.

--Parent Day--Birthday party--Potluck, school assembly introduce chapter officers.

--School personnel should visit children's homes.

Community:

--Have teachers visit homes on weekends to get to know families.

--Always go to community meetings.

--School Board inform both teachers and parents of community meetings.

--Have community dinner such as Christmas, Thanksgiving, Easter, etc.

--Special meeting with school staff at Chapter House.

--Invite teachers to rodeo and other activities that the Chapter has.

--Potluck or chili supper at Chapter meetings.

--Chapter could invite teachers to a special meeting.

--Cake walk--invitation to school staff.

--Special teacher day at the chapter.

--Show slides of chapter meetings at school so parent will know where to go when they visit schools.

--Open house.

--Sponsor a bingo or cake walk and invite teachers.

--Chapter meeting--introduce all school personnel at beginning of the school.

--There should be a bulletin board of the chapter--post school activities.

--Develop a room-mother for each classroom of the community school.

CURRICULUM

The most important item checked by the work groups for further study was the curriculum. This is the program of the school. The curriculum is the total of all the subjects the school offers. The lesson today is concerned with how much Navajo life and customs should be included in the curriculum of the elementary school.

Think very carefully on this subject. Group leaders should give all the members of the group an opportunity to express their opinion. The following questions should be answered by your group and then reported at the general session.

All groups without exception thought the Navajo clan system should be taught as recommended by the Inter-Agency School Board. Most groups thought it should be taught at all grade levels of school. Similarly, all groups thought Navajo

history should be taught at various levels of schooling.

Typical answers to other questions were as follows:

Should the Navajo language be used in the lower grades? If so, how? And to what extent?

--The English and Navajo language should be used to the same extent. Some of the children don't know any English, so the Navajo language should be used to get the words across to the child.

--Yes, because the interpretation has to be understood by the students that do not fully understand the English.

--Yes, for a means of communication, not for school curriculum.

--Authentic language.

--The Navajo language should be used, not taught. It should be used to the extent to insure maximum learning on the part of all students. The Navajo language should be used orally along with English instruction.

--Yes, by visual aide means and by consultants (medicine men and elders invited in to speak). To the extent that the teaching should not block off the learning of English.

--Regardless bi-lingual should be taught from the day the child enters the school--following items were suggested by group:
1. Write and read in Navajo language should be taught.
2. Navajo history and tradition should be preserved.
3. Navajo custom curriculum should be developed. Clan relationship (systems) should be stressed in total curriculum.

--The Navajo language should be used in the lower grades (primary grades) but students should get away from the use of Navajo in school when they can get away from it. It should not hold them back. Students should have a chance to learn and get better in their language all the way through school, and never forget their Navajo heritage.

--Yes, it should be taught as bi-lingual language. That both English and Navajo language to improve or develop young minds to clearly understand what is being taught at this level.

--Should be taught from grades, beginner on to high school.

--1/4 Navajo language be taught, 3/4 be taught in English.

--The students to be taught Navajo language reading and writing.

--The Navajo language teaching. The hour should be set aside to school.

--Yes, to convey and simplify ideas or for interpreting purposes (orally) no textbooks.

--Yes, because there are those who do not understand English and should be used until the non-English speaking students are familiar with the English language--up to 4th - 5th grades.

--Orally, an hour should be taught in class or period.

--Yes, we want our children to know their own language and used in the lower grades and gradually switch to English.

--Navajo customs and traditions should be taught--definitely. It should be a part of the total elementary school curriculum at all schools.

--It should be taught by all means and teaching the children how to respect the old ways of the Navajo, the ceremony which the Navajos have in the way of healing.

--Teach all Navajo customs and traditions.

--Clanship--they should know Navajo relationship.

--Navajo legends.

--Navajo arts and crafts--weaving, leathercraft.

--Physical fitness.

--Marriages, religions, such as clans and do's and don'ts--inter-relationships.

--To know of Navajo clan, relationship should be founded to know of its traditions.

--Navajo history, particularly the Navajo stories and legends, this will give them an understanding there is Navajo history like any other.

--We do not feel that too much in the way of customs should be taught in the elementary school because the children are too young. Later they will be ready and know the meanings.

--Clan system should emphasis strongly.

--Develop specific curriculum in the area of Navajo tradition.

--It boils down to parent; they should teach them in the native language at the infants level thru elementary school systems.

--Implement Navajo legend.

--Names of sacred places, mountains, days of week, months of the year, full or new moon, 1/2 moon, 1/4 moon, birds and other special animals, clan system, etc. Clan system is important because of intermarriage.

--Navajo clan system is part of life and serves as taboo against intermarriage of close relatives.

--Clan system, names vegetation plants used for food, dances, and work, respect for Navajo religious ceremonies, long hair.

Do you have any other ideas on teaching about Navajo life and customs: Explain fully.

--Above the 6th grade Navajo culture and history should be taught as thoroughly as other American history. Children should know and understand their culture and history extremely well. Such understanding will promote pride in what they are and what they stand for.

--Children be taught obedience, and respect for all leaders and older people and those in authority over them.

--Students should look respectful in appearance, according to dress and hair.

--Good conduct and relationship.

--The Navajo arts and crafts--Navajo customs in cooking and clothing should be taught.

--Art and crafts, Navajo food preparation. On art and craft, we sell them for make money, and food preparation there are lots of wild plant make use of foods.

--Have games, songs, government, leaders and cayote stories (fun stories), Indian dances (already being carried on).

--Christians disagree? Christians should not ask the Navajo people to give up their customs and religions.

--Graduates dress in native costumes for graduation ceremonies.

--Video recording tape customs and ceremonies.

--Navajo tradition has a value on teaching (a child's future) on conduct to develop good conduct, attitude, relationship requested.

--The child from school should be taught Navajo language teaching be in reading and writing.

--It should be taught. Maybe an extra activity like learning to weave rugs, making moccasins, etc. Teach Navajo after school if one is not taking part in sports or school activities.

--Obedience and respectability to their parents, officials and others.

--Dress and appearance.

TEACHER-AIDE

All work groups were in complete accord on the employment and use of teacher-aides. They all believed that teacher aides should be Navajo. Below are the kinds of reasons given in answer to the question on the need for teacher aides.

--Because the small children need more attention at smaller age and teacher aide can help them to understand.

--Teacher aide will explain to the children what the teacher is saying (to get through the language barrier).

--Children will benefit--small children more active, Navajo speaker helpful--these jobs help economically.

--Why? Language barrier problems; smaller children need more specialized and close help; better able to relate to teacher aide and understand what is going on.

--Why? Translate in Navajo and assist non-Navajo speaking teacher--work with slow-learner.

--Why? Because these children need more help. They need to understand deeper meaning of what they are learning. They understand less English.

--Because this is all new to children to learn the English.

--Necessary for the formative years of the child's education.

--Why? Cause of problems of kids that are behind on their work, such as sickness or problem at home, or other problem concerning the child.

--So children will understand English and know what the lessons are about.

--Because they need more help. Small ones need to have an interpreter sometimes. Teachers need someone to advise them who has the same background as the children.

EXPANDING THE SCHOOL'S PROGRAM

A Community school is one that serves the community within the limits of its facilities and resources. One of the ways to serve the community is to make the school facilities available for adult education activities. What kinds of adult education classes and other activities do you think would appeal to the people in your community. See if your group can suggest a list of classes and other activities that might be explored by adult educators for your community.

Basic education was the most constant activity recommended.

The groups suggested both the courses and often the course content in the following:

--Write their name. Basic education.

--Arts and crafts.

--Cooking and sewing; good housekeeping.

--Simple mechanics, car and tractor, heavy.

--Farming and livestock.

--Arts and crafts (culture emphasis).

--GED.

--Basic education (handwriting, forms).

--Local, state, tribal, etc. (roles) structures, (government) functions.

--Vocational.

--Practical.

--English.

--Basic (ed.), English and math, etc.

--Home mechanics.

--Home making.

--Arts and craft (silverwork, leathercraft, etc.).

--Weaving, rug, belts, etc.

--Reading and writing (for those who have some education).

--Navajo language--emphasis on reading and writing.

--Leathercraft.

--Silversmithing.

--Basic education, reading, math, English.

--Agriculture, farming.

--Welding.

--Weaving (baskets and rugs, belts).

--Sewing.

--Beadwork.

--Cooking, baking classes (canning).

--Mechanics (auto, farm machinery, appliances), boys and men.

--Basic typing.

--Body shop automobile.

--Pottery making.

--Livestock and farming.

--Basic education, writing, oral and written English.

--Basic auto mechanic.

--Art-crafts.

--Home economics.

--Welding.

--Basic training--livestock and farming, wool shearing, marketing, crop raising, pruning, transplanting, fruit trees.

--Ft. Sumpter papers (Treaty of June 1, 1868).

--Sewing by adults (women).

--Learn to read numbers (math). People can tell the amount of checks.

--Recreation equipment. (Ping pong, table tennis, volley-ball, etc.).

--Learn about foreign cultures.

--Hopi-Navajo land dispute/inform adults.

--Count 1-100 in English.

--Learn months in Navajo and English.

--Road system.

--Bow and arrows, rug weaving.

--Reading and writing.

--Sewing and planting.

--Basic education.

--G.E.D. get diploma for 12 grade level.

--Leathercraft. Welding.

--Home making.

--Silvesmithing.

--Bead work.

--Knitting.

--Basic Ed.

--Intermediate Ed.

--G.E.D. class.

--Silversmithing.

--Drivers education.

--Information on insurance.

--Mechanics.

--Wedding basket, tanning, silversmith, sash belt weaving.

--Carpentry, saddle and bridle braiding rope, etc.

--Rug weaving (different kinds of weaving).

--Basic education.

--Carding, spinning, dying wool.

--Sewing and cooking.

--Should be geared not only old people, but drop outs.

--Agricultural studies, animal husbandry, farming, local crop growing, feeding of animals.

--Chinle, upward bound training in English and Math.

--Cottonwood, have to work to create interest in the community, school board and staff. Develop prog. and train. plan with other progs. like Emergency Employment Act and TWE and CD Arts and Crafts.

--Arts and crafts, leather work, silversmithing, weaving, beadwork, basket making tanning.

--Braiding of bridle, rope and leathercrafting.

--Beautifying land and keeping litter off the ground.

--Home garden and canning fruit and vegetables.

--Home care, cleanliness, etc.

--4-H club, farming, domestic animal, horses, sheep, cows.

--Mechanic (auto); basic education.

--Arts and craft.

--Driver education, safety, insurance, requirements for obtaining license, chauffer license, bus driving, accident report.

--Silver work and rug weaving.

--General course covering arithmetic, English, reading for older people.

--Vocational courses: cooking, sewing, basket weaving, carving. Have sale to make money for student and class.

--Driver education.

--English classes, beginning or basic for non-English speaking--writing name arithmetic.

--Basic artwork.

--Basic arithmetic--reading scales, etc.

--Driving regulations and signs.

--Basic child care.

Another way to expand the school's program is to sponsor summer programs for children when there are resources available. See how creative your group can be in thinking of many kinds of activities a school might sponsor for children in the summer?

Many of the groups developed lists of similar activities but expressed them in different ways.

--Academic work.

--Boy Scouts, Girl Scouts.

--Swimming, bowling.

--Field trips.

--Craft classes.

--Carpenter work.

--Weaving class.

--All 4-H activities.

--Find jobs for older children.

--Learn how to weave and other arts and crafts.

--Summer school and night school.

--Summer camp.

--Summer school. The children kept in school during summer should be up to teacher and they tell the parents.

--Field trips to gain more experience.

--Sports.

--Reading and English.

--Chapter meeting for students with practice on conducting meeting.

--Education in Navajo language and culture by community.

--Summer jobs.

--Recreation--organized games.

--Summer school for acceleration and upgrading.

--Most board members not too well informed about summer programs. One school will have an academic acceleration program teaching reading, English, arithmetic, rug and belt weaving, sewing, cooking, intramural basketball, baseball, vollyball, ping pong.

--Preschool for small children.

--N.Y.C. training for returning student for the summer, including weaving, sewing, etc., forestry, for boys, farming irrigation, cutting hay, wood work, clearing underbrush, pile good log for fire use, fire fighting crews.

--Parents teach your children right and wrong.

--Field day.

--Special class for the children who are behind in schooling or for those who are ahead.

--Sponsor activities for the children for all ages.

--Typing.

--School extension.

--Sewing for older.

--For children who missed.

--Sewing for small girls.

--Learn to care for livestock.

--Summer recreation--movies, basketball, baseball, volley ball, etc.

--Arts and crafts--leather, rug weaving, etc.

--Recreational program--organized baseball games, movies, swim if available.

--Science--outdoor living, study the natural environment.

--In remote area 4-H program care of livestock and farming.

--Field trips--on reservation places--off reservation.

--Home economics for girls.

--Indian culture--clan system among Navajos.

--Automobile driving--High School students.

--Academic work.

--Leathercraft.

--Counseling from school staff, community leaders and parents.

--Recreation (baseball, track, archery, field trips and other wholesome summer activities, swimming if pool is available).

--Band or 4-H club. Cub Scout, Boy Scout, also for girls.

--Other musical activities.

--General assembly off of reservation students to be counseled by Chapter officers at each chapter.

--Cooking for girls--Home economics.

--Driver Education, movies.

--Summer school--academic work, accelerated and upgrading.

--Recreation--organized games.

--Boy Scouts Program--Cub Scouts.

--Girl Scout Program.

--4-H Club projects.

--Community projects, movie, dance.

--Summer jobs.

--Field trips.

--Community beautification.

--Welcome and farewell party for off reservation students.

--Remedial programs.

--Cultural activities.

--Environmental studies project, gardening nature.

--Language arts.

--Recreation activities, evening.

--Preschool.

--Beginner pupil orientation.

--Library.

--Recreation.

--Summer school.

--Carpenter work.

--They could have boys camp or girls camp (children from different schools could camp together).

--Learn to swimming, horse back riding.

--Have track meet with other school.

--Misunderstanding about workshop here.

AUTHORITIES

In general school boards are concerned with two basic kinds of authorities. These are: (1) the authority to organize a school board; and (2) the authority to function as school board.

The authority to organize Navajo Community School Boards comes from the Tribal Resolution passed August 8, 1969.

> "It is such vision on the part of the Tribal Council that brought about the preparation of the Resolution Approving and Adopting the Tribal Community School Board Act pertaining to the establishment, development, and operation of Navajo Community School Boards and its passage on August 8, 1969, defining the school code and activity as a key means for developing the community schools."

On item (2) the authority to function as a school board has raised some questions over the word advisory.

On June 30, 1971 the Commissioner of Indian Affairs has restated this policy in a letter to all Tribal Chairmen. A copy of this letter is found in the Appendix.

While all the groups discussed the advisory capacity of school boards, a majority of the Boards in their verbal reports raised no serious objections. One group best expressed the majority feeling; namely, that they are at a point of being ready for more authority. They said it this way:

--We have built the foundation. Now we need the tools (authority) to finish the walls.

SUPPORT SERVICES

Part of the total program of a school is its support or auxiliary services. These services are usually thought of as the health services available to school children, the food services, the social services and transportation. Since we will not have time to study each of these services in detail we suggest that each Group Leader focus the discussions around the problems, if any, in getting these services for the children.

Based on the responses to questions about support services, the groups were knowledgeable about the problems that exist and the limitation in services at particular schools. The following questions were asked and typical responses given.

1. What problems, if any, are there at your school concerning the health services for children? (physical examinations? regular clinic? emergencies? dental examinations? glasses for children? etc.).

   --Glasses for children that need them cannot do good work. Hearing--no hearing aid.

   --Have any physical problems attended to before starting school.

   --Transportation to clinic.

   --Physical and dental transportation.

   --Physical examinations and dental examinations because of distance to P.H.S. Emergencies are a problem

because of distance. Glasses a problem because P.H.S. has no money and it takes about a year to get those glasses that are ordered through P.H.S.

--Glasses, get them too late and can't get them repaired. Advance notices for dorm visits other than clinic. Clinics too far from some schools.

--Dental problem noticed too late.

--Eye exams--emergency.

--When a child is sick, sometimes not reported by a child to teacher.

--Emergencies--transportation--the road condition--hospital too far.

--No x-ray equipment, eye examination needed.

--General lack of good health services.

--The government vehicles should be used in case of emergencies instead of the school employees going to the parents first. The school should let the children get treated first in the hospital instead of letting them wait all day long.

--The roads should be kept in good conditions so it would not hinder the trip (emergency) to the hospitals.

--Glasses for children at Dennehotso. Have to go all to Tuba City for exams. No doctor or dentist at local schools.

--Emergencies to Kayenta or Tuba City. Clinic once a week for medical but not dental--glasses. No ambulance for emergency.

--All buses being used to transport children should be new and in top shape.

--Physical examination be considered be made available more than twice a year one day.

--Out (patient) clinic regular day to day services remote areas.

--Dental and glasses for more funding through careful studies and services.

--Non-hospitalization of sick children.

--Transportation help needed.

--Glasses not here yet--will probably be May--school's over.

--Examinations--not complete physical examination.

--Clinics--too many patients have to wait too long.

--Dental--none at some schools and have to transport to other places. No real interest--Gallup has good services.

--Glasses--takes too long for complete services; sometimes students are not even tested.

--Not enough transportation; to wait all day long to get teeth fixed; too long to get glasses; too many patients for one doctor.

--Eyeglasses: difficult to buy the glasses.

--Children sent to various units at same time, as: Keams, Greasewood, Fort Defiance, Gallup.

2. What problems, if any, are there in connection with food services at your schools?

--Don't like some types of food but do get a well balanced diet and enough to eat. Need more training for cooks.

--More food prepared like Navajo mothers prepare it.

--None: food comes regularly according to the master menu. At beginning of school year some problems, but when working with food service, Gallup, this can be taken care of.

--Children do not like vegetables.

--Do not open canteen before meals.

--Find a way to teach a child to enjoy vegetables.

--Inspection.

--Follow menu.

--Cooks should follow menu so they do not serve the same food day after day. Weather sometimes effects milk and bread deliveries.

--Some schools serve milk which has been left too long.

--Too small dining space--more enrollment than original.

--Short on food stuff.

--Late delivery to school.

--Not enough food for the children.

--More home made bread--fried bread, etc.

--Change in menu. More Navajo type food. Spoiled milk but told to drink it. Food not prepared properly.

--The school should let the students finish eating first, before telling them to go.

--The school menu needs to be changed and not enough food.

--We also like to request that the cook staff not use leftovers.

--No real problems.

--Need some food for parents and for meetings.

--None--best in Bureau.

--Sometimes sour milk is delivered.

--In some schools, children do not get all they want. Some children leave hungry. Children should be taught to take a little of every portion. Schools should be aware of cultural requirements and requests.

3. One of the best ways to learn about available social services is to get acquainted with the child welfare worker that covers your community. Does anyone in the group know of some child or children that need special help that are not now getting it--children who are blind, deaf, crippled, severely retarded or for some other reason should have special care. If so, <u>explain fully</u>.

--Build special clinic.

--Yes, there are retarded children in every area, some have no mothers--fathers, some unknown fathers.

--Need SCH or other organizations to help in cases where regular facilities are not made available.

--Wide Ruins--refer case to child welfare service. Child runs away.

--Grand mal epilepsy: have had trouble placing these children.

--Public Health field staff helping with identification and diagnosis of handicaps in special education.

--Tribal psychiatric team helping with testing.

--Sometimes it is hard to get hearing aids for hard of hearing children. P.H.S. does not have the money.

--We have Welfare workers but they do not seem to do a good job. Some parents do not report serious illness of children until too late.

--Because lack of transportation and language problem. Welfare workers need to circulate more, go to chapter meetings and go to the schools.

--Inform the parent of services available for children that have problems. Example: Hard of hearing, blind, crippled, and so on.

--A special clinic or medical center is needed very bad on Navajo Reservation--there should be medical treatment, a special complete check up, providing for every disease, TB and other types need to be discovered and treated for.

--Transportation to resolve many handicaps, ambulance for an emergencies, cases for eye Doctor and Dentist are in need of transportation.

--Some remote areas for especial treatments of handicapped.

--None.

WHAT IS GOOD ABOUT OUR SCHOOLS?

At several previous work sessions we have talked about in detail the problems that face our Navajo Community Schools. We have discussed the problems in the schools, out of the schools and in the community. Now let us take a good look at the other side. Let us think about what is good about our Navajo Community Schools. What is right or good in the relationship between principal and school board? What is good in community relationships? Do the Chapter officers support the schools? Do parents help, when needed, in the schools?

Group Chairman, be sure that each person gets a chance to tell what is good about his school, and have a recorder make notes for presentation to all groups. Use both sides of the paper if needed.

The training sessions ended on a very positive note. The foregoing direction was given and a large sampling of responses are recorded below.

--Having local school boards in each community.

--Academic standing of school improved with new interest in school of school board and principal.

--All races are now working together to make better schools, both Navajo and Bellagana.

--When principal and school board know each other better they tend to work together for the betterment of the school.

--School board carries views of community to the school and views of the school to the community.

--Chapter officers support most schools.

--Yes, parents are helping more and more in the school and community activities.

--Good school-parent relationship realized in recent years.

--Development of pre-school program, i.e., kindergarten.

--Establishment of Navajo Community School Board.

--Good contribution from active members.

--Bi-lingual education.

--Navajo aides.

--More opportunity for parental involvement.

--Navajo principal--more sensitive to needs for school as well as community.

--Meeting with Chapter leaders to discuss education.

--The cooperation between the Principal and school board, the principal school-board and community.

--The Chapter officers are interested in what the school is doing and has planned.

--The school met with the Chapter Friday to tell of our upcoming Title I project, and to work on the Student Code of Conduct.

--Community invited to programs to special events.

--Parent council and work closely with day school parents.

--Navajo Principal who relates with community, staff and especially children--Kinlichee.

--Navajo teacher aides helped us tremendously--Kinlichee.

--Navajo school advisory board who actually talk to staff and students.

--Parental involvement--Kinlichee.

--89-10 funds are very beneficial.

--Our community has good communication and understanding with our school.

--There is more of our Navajo crafts and language being taught back in the schools.

--We did not know before how the principal and school system were but now since we have our own Navajo school boards we are learning.

--The school boards are having more say as to putting in Navajo employees which we approve of.

--The Principals and school board in all our community get along together very well.

--In some communities the Chapter officers do not seem concerned but in most communities the Chapter officers support the schools. Some are even members of the Parent Council for the schools.

--At the present since Parent Councils in the schools and School Board are just starting, we will know later on whether the parents will participate more.

--The instructions given to the children are very good. Most of the older folks feel that education is the basic for a better way of life.

--It is good to see children go home from boarding schools every weekend, or regularly.

--It is good to see children getting medical treatment, however in the future schools should provide local medical centers for emergency sake.

--The present guidance system among children is very good, but there should be more close attention to children and more control to prevent run-aways.

--Good relationship between school board and principal.

--Good interpreters on school staff.

--Good relationship between school staff, community, school board and chapter members.

--School board has worked for better attendance in the schools.

--Helpful (the School Board) in planning graduation exercises.

--Principal should know the people and learn the people of the chapter or community, then same with school board, how it is functioning among our people's children.

--They have supported the school board at their meetings. Always wants the report of school board members at their chapter meeting regarding of children and parents.

--Yes, the parents do help when needed at schools regarding of their children.

--Children receive medical and dental treatment. Also all handicapped children are routed to correction clinics.

--Children have proper food, clothing and shelter.

--A study and curriculum program to advance children academically.

--Special programs which give the children opportunities to see first hand other geographic locations and to participate in urban and other social and learning activities.

--Furnish recreational activities for children.

--School serves as community center for activities and communication.

--Good cooperation with our School personnel and the Principal.

--There is much progress in school activities and we have been granted the much needed kindergarten unit.

--With the help of the Principal and school personnel we have been able to keep our children in school, and therefore helped to alleviate drop-outs.

--We are pleased with the children having good care in the dorms. They are provided with good food, medical care, classroom appearance has been good. School trips are very essential.

--Principal and school personnel are cooperating good with the people in our community and good cooperation with the Chapter.

--Children are taught to speak English and learn also the traditional ways of doing things.

--Good about our school is getting good education; as learning some good technical trades as to making good living.

--Operation board school where make Navajo official making complicated for the parent and school children to understanding before understand English. So needed qualified Navajo supervisory or instructional aids, and supervisory of qualified Navajo supervisory guidance counselor, G.S.9-.

--Good in community relationship is have school board working together school official.

--Communication--our communications are good.

--Our participation of our attendance to local and school board members and bordertown are good.

--Chapter and community actions do really help us from other chapters like Dilcon School and Teesto. Also the parents do help in Dilcon, in attending but not too many attend the school board meetings, when called off reservation.

--Good B.I.A. facility.

--Good principal, teacher, school board members.

--Good attendance of the children.

--Good working relationships.

--Public school, BIA school, good.

--Community communication is good.

--Some chapters do support the school. They have supported S.B.M.

--There is a monthly meeting--principal, school staff, school board.

--Dorm personnel, principal attend or take part in chapter meetings.

--Chapter officers support school in terms of addition of school building, etc.

--Parents help with kids on trips.

--Parents also help in classrooms, kitchens, etc.

--We need more room, more good roads, need more good relationship and more communications. We have room to grow. The school board has good relationship with the principal. Appreciate having a good understanding between aides and the white supervisors. (Kinlichee).

--School board has very good relationship in community, school teachers, instructional aides and principal. If we don't have good workers we get rid them and

get good ones. (Crystal).

--Teacher aides are very helpful.

--Pre-school is good (kindergarten).

--Nazlini chapter lets 4-H children use chapter house for activities since they have no gym.

--The clinic at school is helpful.

--Parents should encourage children to stay in school.

--Trader helps with awards at school field day.

--Community school has library for students and community adults.

--School helps in community with emergencies, for example, make necessary phone calls.

--Our school board training brought about the interchange of our school and community educational progress.

--Since the training, our community leaders and parents took active part in our educational program.

--As a school board member, we have observed and participated in planning our Title I program.

--Schools located in each community, educational supplies made available for our children, recreational program, dormitory made indoor active such as T.V., Indian school employees who understand are available, also understand the background, culture, of the children.

--Parents--furnished the most important ingredient--the child--the administration of school has been cooperated with us.

--Like school board members--we do not ask questions that we should know.

--At our community school we have a good relationship with our principal, with school board.

--The teachers are doing a good job in teaching children.

--The parents help out the school by visiting their children and teach them discipline.

--The people like Navajo community schools because their small children be close to their parents he prepare for bigger school.

--Principal can't see everything in school, therefore there is very helpful for school board to tell principal what needs to be improved, and on absentees and AWOLs.

--Parents should really help--this we really need to improve our school. Some do--some don't.

--It is good that at the beginning of implementation of School Board member that the people (community) was pretty involved. Since then we as the board members were pretty well deeply involved in school program.

--School Boards training were very beneficial to Board members; furthermore, the trainer (Consultants, Pratt and Stout) were very helpful and learned tremendous from them. The training program is very worthwhile.

--We learned many things out of this type of training. We as the School Board members would very much like to continue this type of School Board training.

--Today we are pretty well aware and have more knowledge in the BIA school systems. In the area of classroom activities, school personnel, teachers and the School Board and parents are well informed. We as the Boards and parents are appreciated that this type of organization is very informative to the entire Navajo Tribe.

--Having your own tribe as a School Principal or any responsible position should be Navajo, because you'll have a clear understanding between school personnel and immediately community people. This individual would have more beneficial in every angle. For example, our school Superintendent James Tomchee give us first hand information on the education program--as for communication is excellent, no translation required when dealing with him.

APPENDIXES

Teecnospos Boarding School
Teecnospos, Arizona

TEECNOSPOS SCHOOL BOARD MEETING MINUTES

The Teecnospos School Board Members met September 3, 1970 at 3:00 p.m. in the school diningroom.

MEMBERS PRESENT: Raymond H. Tso, President
Thomas Clani, Vice President
Rena M. Dailey, Secretary
Russell Tohdacheeny, Member
Thomas Todacheeney, Member
Lee C. Begay, Member
Curtis Dee, Member
Walter H. Bryant, Principal
Taylor Reid, Sr.
Amelia Reid
Tom Ellison
Barbara Curley
Irvin Ashley
Nelson Nez
Ethel Hoskay
Elsie Redhouse

ELECTION OF OFFICERS:

The election of new officers was discussed and the following were elected:

Russell Tohdacheeny, President
Lee C. Begay, Vice President
Rena M. Dailey, Secretary
Thomas Todacheeney, Member
Raymond H. Tso, Member
Curtis Dee, Member
Thomas Clani, Member

CHILDREN TO ATTEND TEECNOSPOS SCHOOL:

The children to attend this school on day basis was discussed. There was a question on whether or not employees' children could attend this school with the new public school in Red Mesa in operation now, and also for those who live near the school whose children can walk to and from school. Mr. Tso stated the parents have every right to register their children where they want and as far as opening the door to register them here, they may do so. Mr. Bryant was asked about the policy concerning this and he stated the Assistant Area

Director said it was entirely up to the local school board.

The members voted 6-0 to maintain a policy for all Teecnospos children that desire to attend Teecnospos School to do so. This includes employees' children and every other child regardless of color or race. Also, the noon meal will be provided free of charge to the Indians, and the non-Indians will have to pay the same rate as the public school. A letter concerning this will be written by the president to be presented to Mr. Bryant and copies distributed to the personnel concerned.

INTER-AGENCY BOARD MEETING - Thomas Todacheeney

1. Schedules for School Board Meetings were discussed and these have already been distributed to all concerned. The expense for attending a school board meeting will now be $10.00 instead of $5.00.

2. The resolution on long haired boys and male employees was discussed. It was decided to leave this up to the local school board to make recommendations on the appearance.

   (The members voted 6-0 recommending that the boys and male employees keep their hair trimmed short.)

3. Intermountain: The school board would like to see an Indian get the job as superintendent at this school, there are many problems under the present one.

4. The Department of Education will meet on September 14, 1970.

LAUNDRY:

Mr. Clani stated that many parents are complaining about the lost of clothes. They would like to know if the people employed here are at fault or the laundry itself. He asked one of the aides to explain how the laundry was handled here.

Mr. Reid stated the clothes are counted before they are send to the laundry and again when they bring them back and there is always some missing. Sometimes some other schools' laundry get mixed in with ours and these are usually send back to the schools if marked on the clothes.

The children are sometimes responsible for losing their clothes. When the parents get them clothes that are too big or small, they like to trade them off. Some even hide their clothes in the ceilings in the dormitories, probably ones they don't like to wear.

Mr. Bryant stated they have always had trouble with the laundry especially with the one in Durango. For the clothes that are lost by the laundry they are suppose to replace or either refund the school so new clothes could be obtained; but, last school year Mr. Bryant never received either from the COD Laundry Company.

Mr. Tso stated he will check into this laundry business and see what kind of contract was signed with COD Laundry, Durango, Colorado and to see if they can replace lost items or either refund the parents.

Barbara Curley suggested that a laundry should be built in a central location here on the reservation and hire Indians to work and maybe there would be less trouble. The members agreed to write a letter of recommendation on this to Teecnospos Chapter.

HOW ARE GUIDANCE COUNSELORS HIRED:

Mr. Bryant was asked to explain how guidance counselors are hired. He stated very seldom do they get to interview the new people that are coming into the service. Shiprock was informed that Teecnospos needed two guidance counselors and Mr. Renk send out the two that are working here now.

The members voted 6-0 that in the future the members of the school board would like to be responsible for hiring the personnel, they would like to see more Indians in a position they are qualified for. A letter on this is to be written by the president to be presented to the personnel concerned.

HIRING OF TWO AIDES:

The members voted 6-0 in selecting two aides to work here at Teecnospos:

Ethel Hoskay, Education Aide
Marie Tom Chee, Instructional Aide

The meeting adjourned at 4:55 p.m. with the next meeting set for October 12, 1970 at 1:00 p.m. in the school dining-room.

s/ Rena M. Dailey
Secretary

Dzilth-na-o-dith-hle Community School
Bloomfield, New Mexico 87413
For Each Child--Success

School Board Meeting

April 4, 1970

A regular meeting of the school board was held in the school library at Dzilth-na-o-dith-hle Community School on Saturday, April 4, 1970. The meeting convened at 7:35 p.m.

The following school board members were present:

Charlie Y. Brown, Chairman
Harry Larvingo
Nita Augustine
Albert Atencio
Andrew Charley

Representing the school: Wayne A. Winterton, principal
Dwane Robinson, Teacher Supervisor

Visitors: Kee Sandoval, Mrs. Andrew Charley, Cecil Etcitty, Jack Nolan, Teacher, Mr. George E. Yazzie, Mrs. Hugh Jim, Leroy Brown, Hal Schultz, Teacher

AGENDA

1. The minutes of the March 7, meeting were read and a motion was made by Mr. Andrew Charley and seconded by Harry Larvingo and approved by a vote of 5 for 0 opposed.

2. Mr. Larvingo asked about the progress of the clerks position. Mr. Winterton said that three (3) applicants came in. They were asked to take their Civil Service Clerk Typist examination, presently we have had no word from any of the applicants. The board was very concerned about filling this position and asked if the board could help in selecting this person for the clerk position. Mr. Brown stated that a special meeting would be called if needed to select the person for this position.

3. Presentation of Resolution concerning the problem of sewage water being turned into private land. The resolution was presented to the board. The board discussed this problem and a motion was made by Harry Larvingo and seconded by Albert Atencio and passed by a vote of 5 for and 0 against to pass the resolution.

4. Presentation of Resolution regarding street lamps.

   Mr. Winterton presented the resolution regarding street lamps. The cost and location was discussed. A motion was then made by the board to accept the resolution. The board had approved the resolution at last months board meeting.

5. Presentation of resolution regarding request that speed control "traps" be installed.

   The resolution was presented to the board by Mr. Winterton. The board accepted the resolution by a vote of 5 for and 0 against. The resolution was approved at the March board meeting.

6. A report was given by Mr. Winterton on the Adult Education status. Mr. Winterton reported that we are nearly out of funds for the Adult Education class, it was stated by Mr. Winterton that we have enough money for only two more weeks.

   Mr. Brown asked if a resolution could be drawn up requesting for more funds from the agency. A motion was made by Andrew Charley and seconded by Albert Atencio to draft a letter requesting more fund from the agency. Then due to the urgency of the problem, the board voted to authorize Mr. Winterton to draft a special request to be submitted to the education office. Mr. Brown said that he would be by the office early Monday morning to endorse the request.

7. Report from Harry Larvingo on progress of the Episcopal Church Indian Development fund.

   Mr. Larvingo reported that in the second meeting of the committee to study the needs of the people for the Episcopal Church project that considerable attention had been given to the thought of providing community laundry services through the project. Attention was also given to the inclusion of adult education and a proposed teen club. It was felt that these were among the more popular choices for the project.

   A third meeting of this committee has been set for Friday, April 10th at 7:00 p.m. at the school.

8. The financial report was given by Mr. Winterton.

Checkbook Balance 3-6-70	$1,002.71
Deposits made during month	1,780.70
Total	$2,783.41
23 check written during the month	$ 698.19
Present checkbook Balance	$2,084.49

9. Considerable discussion was given to the possibility of a community water supply being made available at the school. Mr. Winterton said that he and Mr. Smouse from Plant Management had discussed this on a previous occasion and felt that the most logical place for this to be located would be near the water tank. It would probably be necessary to construct a road along outside of the west fenceline for this purpose. The board felt that definite rules and regulations would have to be set up governing the use of the water. Mr. Winterton indicated that this should be done by the board. The board then asked that a resolution be drafted and presented at the May board meeting.

Motion for adjournment was made by Andrew Charley and seconded by Albert Atencio.

The date for the next school board meeting was set for May 9, at 7:00 p.m.

s/ Charlie Y. Brown
t/ Charlie Y. Brown
Chairman

Sherryl Eaton - recorder

UNITED STATES DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
WASHINGTON, D.C. 20242

June 30, 1971

Memorandum

To: Area Directors
Superintendents of the Cherokee, Seminole and Choctaw Agencies

From: Commissioner of Indian Affairs

Subject: Role of Tribes in Selection and Placement of Bureau Employees

Strong interest has developed in attempts of this Administration to give tribal governing bodies a role in selecting Bureau employees. This is intended as part of a major policy of involvement of Indian people in the administration of activities affecting them. I am concerned that tribal groups and Bureau staff have misunderstood what is intended by this policy. Many tribes believe they will be consulted in filling all Bureau positions in which they have a direct interest, and many believe they have authority to select Bureau staff.

Our policy in consulting with tribal governing bodies is intended initially to apply to area directors, agency superintendents, and school superintendents. However, this does not preclude consultation on other positions where agreement is reached locally. Because of the importance of clear understanding by all parties, agreements shall be in writing whenever possible.

It must be clearly understood that tribal involvement is advisory. We have no legal basis to give tribes authority to appoint and remove employees. Applicable personnel laws and regulations must be followed, and the rights and opportunities of employees must be insured.

In the absence of Bureauwide guidelines much confusion has developed to date. It will take an extended period of time to work toward a clear understanding of this policy. Guidelines stating in more detail tribal involvement will be provided for review and comment. I want you to seek the

views of tribal groups within your jurisdiction in completing this review.

For your information, I am attaching a copy of a letter sent to all tribal groups.

s/ Louis R. Bruce
Commissioner

TREATY

Between

THE UNITED STATES OF AMERICA

and the

NAVAJO TRIBE OF INDIANS

Concluded June 1, 1868.
Ratification Advised July 25, 1868.
Proclaimed August 12, 1868.

ARTICLE VI

In order to insure the civilization of the Indians entering into this treaty, the necessity of education is admitted, especially of such of them as may be settled on said agricultural parts of this reservation, and they therefore pledge themselves to compel their children, male and female, between the ages of six and sixteen years, to attend school; and it is hereby made the duty of the agent for said Indians to see that this stipulation is strictly complied with; and the United States agrees that, for every thirty children between said ages who can be induced or compelled to attend school, a house shall be provided, and a teacher competent to teach the elementary branches of an English education shall be furnished, who will reside among said Indians, and faithfully discharge his or her duties as a teacher.

The provisions of this article to continue for not less than ten years.